

Present Educational Structure in Reputed Universities of Kolkata: A SWOT Analysis
Ishita Chatterjee*, Hridita Sit**, Rajeshwari Mandal***, Debadrita Ghosh**** and Adrija Dutta*****

Abstract

The aim of the present investigation is to carry out a SWOT (strengths, weaknesses, opportunities and threats) analysis on the students of the reputed Universities of Kolkata, West Bengal, India. To conduct this study, purposive sampling technique has been employed. Data was collected from 3 groups of total 300 students from 3 different streams of subjects (Pure science, Humanities & Social science). The students were asked to reflect on the strengths, weaknesses, opportunities and threats of their department as they perceive in their educational setting. The data was collected using SWOT analysis form and Garrett Ranking Method was used for the calculations. From this study, significant internal and external factors that influences the strategic planning and decision-making processes within institutions were obtained. Therefore, SWOT analysis can be proven to be an effective educational tool.

Keywords: SWOT analysis, Strengths, Weakness, Opportunities, Threats, Educational setting

The role of educational institutions is pivotal in the development, preservation, and dissemination of knowledge to new generations. In the modern age, driven by industrialization and corporate influences, educational institutions have modified their operational frameworks. This evolution has brought forth new challenges, demands, opportunities, and objectives. Today, a significant number of educational institutions operate under a corporate model, effectively transforming the education sector into an industry where the availability and utilization of resources, along with an understanding of potential threats, are vital for maintaining competitive product quality (Barai, Bikash & Saha, 2020). This shift carries both benefits and drawbacks. This is propelled by technological innovations, policy reforms, and an escalating awareness of the necessity for inclusive and accessible education (Adenekan, Tobiloba, 2020). This transformation has a profound effect, compelling educational institutions to undertake detailed evaluations to discern and manage their strengths, weaknesses, opportunities, and threats in the context of growth and expansion.

SWOT analysis serves as a strategic planning tool designed to identify both advantageous and disadvantageous factors that may influence the objectives of a project undertaken by any institution or organization. For over fifty years, this method has been employed by business entities, corporate firms, and industrial corporations to ensure their operations and production capabilities remain effective and aligned. However, it is less commonly recognized that SWOT analysis also holds significant value for educational institutions as well. The application of a SWOT analysis can function as a valuable pedagogical resource, assisting learners in discerning the Strengths, Weaknesses, Opportunities, and Threats pertinent to themselves and their institutions.

The origins of this tool are subject to debate, although it is generally believed to have emerged in the 1960s (Learned et al., 1965). The framework is attributed to Albert Humphrey, who conducted tests on this approach during the 1960s and 1970s at the Stanford Research Institute. While it may be considered

somewhat outdated by contemporary standards and has been surpassed by resource-based planning (Wenerfelt, 1984; Grant, 1991) and competency-based planning (Ulrich & Lake, 1990), it remains highly popular and widely utilized globally. Once the four distinct factors influencing the overall performance, growth, and success of any institution are identified, strategies are formulated based on the institution's strengths to address its weaknesses, while actively seeking and leveraging available and new opportunities to mitigate various threats that could jeopardize the institution. The four factors can be defined as:

1. **Strengths** refer to the positive and often subtle characteristics inherent to an institution, which are manageable and controllable by the organization itself.
2. **Weaknesses** are those elements within the institution's purview that hinder its ability to achieve its objectives, highlighting areas ripe for improvement.
3. **Opportunities** encompass external factors that are appealing and signify the potential for an institution to thrive and evolve. These opportunities, present in the surrounding environment, should be identified and leveraged according to their respective time frames.
4. **Threats** consist of external elements that lie outside the institution's control and may jeopardize its mission or operations. It is advisable for the institution to develop contingency plans to mitigate these risks, categorizing them based on their severity and likelihood of occurrence.

In the realm of education, performing a SWOT analysis can yield significant insights regarding both internal and external elements that influence the strategic planning and decision-making processes of institutions. When utilized within the educational sector, it aids in evaluating the existing conditions of educational institutions and formulating strategies for enhancement.

Throughout the last ten years, higher education has seen remarkable changes in technology, demographics, and financial aspects (Sharifi, 2012).

*Associate Professor, Department of Applied Psychology, University of Calcutta, West Bengal, Email: ishm55@gmail.com

**Former Postgraduate Student, Department of Applied Psychology, University of Calcutta, West Bengal, Email: hriditasit168@gmail.com

***Former Postgraduate Student, Department of Applied Psychology, University of Calcutta, West Bengal, Email:rajeshwari20122000@gmail.com

****Former Postgraduate Student, Department of Applied Psychology, University of Calcutta, West Bengal, Email: ghoshdebadrita2000@gmail.com

*****Former Postgraduate Student, Department of Applied Psychology, University of Calcutta, West Bengal, Email:adrijadutta786@gmail.com

The catalysts behind these transformations, which are reshaping the role of universities in the current era, include globalization, innovations in information technology and learning resources, as well as improved access to government funding (Živković et al., 2015). These developments have given rise to a variety of issues (Akhavan-Kazemi, 2005). In response, a significant number of scholars have turned to SWOT analyses to address these issues and to guide strategic planning in the realm of higher education.

Sharma and Singh (2010) conducted a comparative SWOT analysis to examine the development trends of information and communication technologies (ICT) across six universities in India. Their results aligned with the observations made by the National Accreditation and Assessment Committee (NAAC), which operates independently under the University Grants Commission and focuses on multi-faculty universities. They concluded that activities related to information and communications technology play a crucial role in enhancing the quality of higher education systems. Furthermore, Sharifi (2012) employed descriptive statistics alongside the SWOT model to assess and evaluate the current state of humanities education through both internal and external analyses.

Moreover, numerous published teaching cases encouraged students to apply SWOT analysis in order to formulate innovative strategies for their projects (Elrod, 2008; Joshi et al., 2020; Sale, 2007; Stotler, 2008; Wayne et al., 2005; Xie & Lin, 2008).

In summary, the existing literature indicates that the higher education market is poised for continued growth (UNESCO, 2007). This trend will necessitate expansion and innovation from educational institutions globally, particularly in regions such as Asia, South America, and Africa. Rios (2013) emphasized the necessity of utilizing SWOT analysis for these institutions to effectively adapt to change.

The current research employs SWOT Analysis as a strategic tool to assess the Strengths, Weaknesses, Opportunities, and Threats associated with Post-

2. To explore any variations of strengths, weaknesses, opportunities and threats that may exist between the three fields: Pure Science, Social Science, and Humanities.
3. To emphasize the necessity of implementing SWOT analysis for these educational institutions to effectively adapt to contemporary changes.

Method

To fulfill the objectives of this present study, the steps are described below-

Sample: A total sample of 300 was obtained by purposive sampling method. 100 participants were selected from each stream (Pure science, Humanities & Social science) and they were asked about the Strength, Weakness, Opportunities and Threats (SWOT) regarding their respective fields. All the participants were Masters Students of reputed Universities located in Kolkata.

Sampling method: Purposive sampling is a non-probability sampling, mostly used for qualitative studies. In purposive or convenience sampling method, we intentionally choose the participants who fulfil specific criteria based on our study. This method is generally helpful when we try to focus on certain areas of our interest and find out repeated themes and phenomena.

Inclusion Criteria

Subjects must be students of Masters.

The age group must be within 20-24 years.

They should all situated in universities of Kolkata.

Every subject must have studied English upto 12th grade and can read, write and understand English.

Exclusion Criteria:

Any other stream of subjects except for pure science, humanities and social sciences are omitted.

Sample estimation:

Total 300 samples were collected from the male and female students of the streams Pure Science, Social Science and Humanities. The data is collected from the students of reputed public and private universities in Kolkata. The sample estimation and number of subjects are given in the following table-

Table: 1 ample estimation

Streams	Universities	Number of subjects			
		Male		Female	
		Private University	Government University	Private University	Government University
Pure Science		20	38	20	22
Social Science		31	15	28	26
Humanities		12	22	30	36

Graduate students in three fields: Pure Science, Social Science, and Humanities, and to explore any variations that may exist between them.

Objectives

1. To study departmental Strengths, Weaknesses, Opportunities and Threats among Post-Graduate students.

Data Collection: The data collection was conducted from May 2024 to September 2024 through qualitative, free response method. After obtaining necessary permission from the authorities, the data was collected from the various departments of reputed University from Kolkata, which came under the 3 streams- Pure science, Humanities & Social science.

A SWOT analysis form was given to each of the participants and they were asked to write about what Where:
 R_{ij} : Rank given for the i^{th} factor under j^{th} stream

Results: Table 1: Result table of Pure Science using Garrett Ranking Method

PURE SCIENCE						
STRENGTH	WEAKNESS	OPPORTUNITY	THREAT	RANK	PERCENT POSITION	SCORES
Cooperation in the department	Language and communication barrier	Research opportunities	Lack of department infrastructure and maintenance	1	5	82
Inclusive environment	Lack of self-esteem, confidence, etc	Job placements	Attendance strictness	2	15	70
Efficient faculty	Lack of placements	Internships	Unfair evaluation	3	25	63
Experimental knowledge	Overthinking	Good practical knowledge	Difficulty to comprehend	4	35	58
Good technical knowledge	Not flexible	Project opportunities	Expensive stream	5	45	52
Positivity in Department	Procrastination	Alumni connection	Hectic schedules	6	55	48
Leadership skills	Lack of time management in the department	Material resources	Tough competition	7	65	42
Adaptability in the department	Lack of resources	Skill development	Lack of skill development	8	75	37
Research Knowledge	Lack of discipline	Higher studies	Politics	9	85	30
Extracurricular activities	Less cultural activities	Seminars and workshops	Lack of scholarship	10	95	18

they feel regarding the strengths, weaknesses, opportunities and threats which they perceive in their departments.

Material used: The SWOT Analysis blank forms were used to collect data.

After collecting data, the statistical treatment was carried through. To determine the most common phenomena in these departments, **Garrett Ranking Method** was used.

Statistical Method: Responses from different departments' students under 3 streams like pure science, social science and humanities was jotted down in an excel sheet and ranked the most common phenomena as 1 and ranked accordingly up to 10th rank (e.g.: the most common response which was given under the 'Strength' by the Humanities department was ranked as 1, the next was ranked as 2 and like this we continued till rank 10). For all the three departments we found out 10 most common factors under each phenomena – Strength, weakness, opportunity and threat. Therefore, total 40 factors under each stream were conducted.

To find out the most significant factor perceived by the respondent, the outcome of the rankings was converted into percent position by using the following formula:

$$\text{Percent position} = 100 (R_{ij} - 0.5) / N_j$$

N_j : The number of factors ranked under the j^{th} stream (In our present study, $N_j = 10$, as we have considered only first 10 factors under each stream.)

The percent position estimated was converted into scores with the help of Garrett's Table. The factors having highest scores after converting, has to be considered to be the most important factor.

Discussion

This discussion section is the reflection of the analysis of the most common phenomena which was selected from the total collected 300 data from 3 streams - Pure Science, Social Science and Humanities. Now, from the analysis of 10 common pointed areas from each stream, it can be said that students highlighted some of the strengths of their departments in their universities that make the department unique, flexible and student-friendly than other departments.

Each stream has its distinctive strengths. Like in Pure science- cooperation, inclusive environment, efficient faculty, experimental knowledge, good technical knowledge, positivity in department, leadership skills, adaptability in the department, research knowledge, and extracurricular activities are the ten key features.

This key feature can be explained through some points.

1. Cooperation in the department: Departments foster positive work environment where positive work culture is inculcated along with team work.

possible and effective time management that also helps to manage their workload.

4. Experimental knowledge: Facilitation of knowledge related to research indicates departments of pure science encourage curiosity,

Table 2 : Result table of Social Science using Garrett Ranking Method

SOCIAL SCIENCE						
STRENGTH	WEAKNESS	OPPORTUNITY	THREAT	RANK	PERCENT POSITION	SCORES
Faculty	Inadequate internet and inadequate smart class	New project	High competition in jobs, ambiguous future	1	5	82
Empathy, non-judgemental, anti-ragging	Strict and stressful environment	Scope for job or placements	lack of financial resources	2	15	70
Good working environment	No internship and placement	Skill development in different fields	Reluctance in providing help	3	25	63
Real world dynamic	Unorganised, problem in time management	Interaction and network building	lack of training practicing skills	4	35	58
Developing communication skill, listening skill	No regular classes	Interdisciplinary research	long term procedures	5	45	52
Enriched Library and resources	lack of communication or information given to students	Personal growth and development	Reducing student strength	6	55	48
Punctuality in completing syllabus	In availability of canteens	International seminar and certificates	Time pressure	7	65	42
Cooperation and adjustment	student teacher ratio is not appropriate	Reputed department	Decreasing of faculties	8	75	37
Enriched Study materials, quality notes	partiality in class	Quality value education and discipline	Biasness, discrimination	9	85	30
Research output	less practical implication related knowledge	Influences govt. policies and ecofriendly initiatives	lack of details in work	10	95	18

2. Inclusive environment: Getting education is the basic right of anyone. Department of pure science provide respectful and welcoming atmosphere which gives each and every one equal support and feel them valued and gives opportunity to the resources to grow like library access, laboratory facilities etc.
3. Efficient Faculty: This indicates effective use of time and resources by faculty members to enhance the critical and analytical thinking among students and make each and every official work smooth as

- novelty among its students and provide them recognition which they actually deserve.
5. Good technical knowledge: This feature indicates in-depth knowledge and proficiency in technological aspects like using relevant software, database for interpret and analyze research data, also citation management, literature review, statistics etc.
6. Positivity in department: Good communication ensures strong relationship between student and professor that facilitate positive learning

- experience, provide guidance and concern about academic success.
7. Leadership skills: A true leader helps others to set realistic vision and make it succeed through various strategies. Resource allocation among all

competition, volunteering research club, conducting workshops approved by university. Taking part in these activities helps them to foster their overall knowledge outside their classroom. Creative thinking too.

Table 3: Result table of Humanities using Garrett Ranking Method

HUMANITIES						
STRENGTH	WEAKNESS	OPPORTUNITY	THREAT	RANK	PERCENT POSITION	SCORES
Experienced faculty	Lack of professional source	Exposure to seminar and workshops	No placement	1	5	82
Regular classes	lack of time gap between consecutive semester	Availability of training, internship	Lack of career opportunities	2	15	70
Cooperation, support, unity	Lack of proper infrastructure	Available resource and great guidance for research projects	Lack of skill development	3	25	63
Organized teaching method	Delayed administrative work	Placement cell	Low confidence and low compatibility	4	35	58
Skill Development	language barrier	Exposure to new skill, knowledge, opportunity	Language Barrier	5	45	52
Enhancement of subject related knowledge	Demotivating grades	No discrimination or biased behavior are encouraged	No student friendly classes	6	55	48
Professor guidance beyond curriculum	lack of time management	Guidance for future and upcoming opportunities	stressful environment	7	65	42
Extra classes	Syllabus related issues	Extra curriculum	Slow administrative work and not cooperative, trap of rigidity	8	75	37
Discipline	lack of practical implication	Various career option	No guidance for research	9	85	30
Modern Infrastructure	No lift usage for students	Renowned institute	Lack of time management	10	95	18

- equally, verify authentic resources along with conflict resolution, team work is some of the skill sets of a leader.
8. Adaptability in the department: Adapting to change with the time and necessity is another key feature that the department of pure science truly encourage,
9. Research knowledge: knowledge about authentic source, citation, publication, and ethics are the part of research-based knowledge.
10. Extracurricular activities: This indicates that department of pure science encourages activities outside of academics' curriculum like joining quiz

On the other hand, in Social Science some of the factors are highlighted. Those are faculty, Empathetic, good working environment, real world dynamic like exposure to experimental work to field work, developing communication skill, enriched library and resources, punctuality, cooperation and adjustment, enriched study materials, research output. From observing the responses, it can be said that department of social science more into maintaining human relation communication, supportive environment, analysis of behavior along with giving practical exposure.

1. Faculty: Faculty is one of the major strengths of social science department. Same as pure science, here also it indicates faculty member's expertise in academics, have publications in reputed journals, subject matter expertise.
2. Empathetic: Having an empathetic environment in a university is very important. Social science departments encourage respectful behavior towards others and are empathetic to everyone.
3. Good working environment: It is known that the previous points are related with good environment. That's why it can be said that having a peaceful, understanding environment for any kind of work like for research or official is essential and department of social science foster this strength.
4. Real world dynamic like exposure to experimental work to field work: Social science departments' learning is not bounded within classroom setting. They believe in the real-life exposure and learn by facing actual difficulties as well as benefits of the environment.
5. Developing communication skill: this department helps students to grow good communication skill that will help the in later life.
6. Enriched library and resources: These departments' libraries are full of enriched books and resources in which students and professors have full access and it help them to gain versatile knowledge.
7. Punctuality: Faculties as well as other professionals are very punctual and efficient in time management.
8. Cooperation and adjustment: Staffs, professor and also students are helpful and cooperative. Departments of social science prioritize support, understanding, assisting students, and staff etc. and able to understand one's perspective.
9. Enriched study materials: Enriched study material is another strength. Professors use various resources for providing quality material to their students and also suggest them to use it.
10. Research output: Students get great guidance for doing research here and are encouraged to do more.

In the case of Humanities, the top most features of strengths are experienced faculty, regular classes, cooperation, organized teaching method, skill development, skill development, enhancement of subject related knowledge, professor guidance beyond curriculum, extra classes, discipline, modern infrastructure.

1. Experienced faculty: In department of humanities faculty members are experienced and in-depth knowledge about subject.
 2. Regular classes: Regular classes along with punctuality, time management are another strength of department of humanities.
 3. Cooperation: Team work is encouraged here. Having an understanding cooperative, supportive environment should be encouraged by each any every department in university like the humanities.
 4. Organized teaching method: Classes are well organized by the professors. Students also get exposure to seminars to enhance their knowledge.
 5. Skill development: Department of humanities focus on learning diverse skill sets which are required in today's job market like some soft skills like maintaining data base, writer communication etc.
 6. Enhancement of subject related knowledge: There is various source of information through library access, access to online paid sites in free of cost in the department of humanities to enhance the subject related knowledge among student and fulfill the hunger of curiosity of students.
 7. Professor guidance beyond curriculum: In department of humanities professors are very supportive as well as empathetic. They give guidance to students beyond their regular academics so that they can flourish in life.
 8. Extra classes: Students get extra sessions, doubt clearance classes before their exam for better understanding.
 9. Discipline: Punctuality and being discipline are two key factors for getting success in life. Planned way of teaching with regular classes and maintaining punctuality helps students to be more disciplined.
 10. Modern infrastructure: Students studies in modern infrastructure like computer, modern seminar room with great technological facilities etc.
- Now coming to weakness, each stream has its own perspective towards weakness those need to be improved. From the obtained responses in pure science, some of the weakness can be pointed out.
1. Language and communication barrier: It's a common problem but needs to be solved. Due to the non-flexibility in the medium of instruction, students face problem to understand. Not all Students, faculty and stuffs those who come from different linguistic background are not able to work equally with a single strict medium of instruction.
 2. Lack of self-esteem, confidence: Poor reputation of college leads to lack of confidence and low self-esteem and that leads to lack of getting better opportunities in future. This problem should be addressed and solved.
 3. Lack of placements: After passing out students have to look for jobs on their own due to poor placement facilities through departments. Though students' background is theoretically strong but due to lack of proper practical exposure like interviews and assessment, they are not fully ready for job. Rather, lack of placement facilities reflects the poor industrial relation as well as poor university reputation.
 4. Over thinking: The source of over thinking is fear of making mistakes and excessive analysis.

- Students are very afraid of making even a small mistake due to the strict environment and the consequences that they face due to the authoritative systems and delayed work process for any change.
5. Not flexible: Sometime rigidity and non-flexibility towards times, strict rules and regulation becomes problem for both students and faculty. Change with time is also required for better development.
 6. Procrastination: As it was mentioned that the source of over thinking is fear of making mistake. It also leads to procrastination and very reluctant towards change. To avoid procrastination, heavy work should be break down into small and manageable pieces.
 7. Lack of time management in the department: Due to late completion of work such as official works, works related to administration; students face difficulty like “delayed notice about fee submission, result out” etc.
 8. Lack of resources: Sometimes students face difficulty in finding out resources due to language barrier.
 9. Lack of discipline: lack of discipline in official works and its working procedures are another important weakness.
 10. Less cultural activities: lack of interest in extra curriculum activities compared to academics is also a kind of lack of flexibility.
- On the other side, in *Social Science* students reported different types of *Weaknesses* like poor smart class infrastructure, stressful environment, no internship, unorganized work culture etc. and more are pointed below.
1. Inadequate internet and inadequate smart class: Poor infrastructure in any stream is a problem in today’s time. Each and every aspect of academics specially research depends on internet like for literature review, finding out famous online journals, even making good class-notes.
 2. Strict and stressful environment: Though existence of formal and structured environment is good in academic setting but too much strict rules and regulations leads to poor flexibility, slow decision making, follow traditional methods and resistance to change.
 3. No internship and placement: less practical oriented knowledge, exposure is also part of weaknesses of stream social science. Learning some of the skills are not the end of discussion but making it useful in real life is also needed.
 4. Unorganized, problem in time management: Sometimes excessive focus on maintaining discipline leads to fear of failure, lack of joy that result in unorganized work and time management problem.
 5. No regular classes: It can be seen from observing the response that faculty members unable to take regular classes due to burden of overwork.
 6. Lack of communication or information given to students: Communication is the pillar of a strong relationship between professors and students. But due to some unavoidable reasons student don’t get proper information about their classes, exam, workshop and results to an unnecessary chaos.
 7. In availability of canteens: This weakness should be addressed by the authority that every college must have at least one canteen for students and faculty. Cause due to lack of time gap between the classes students can’t go outside the college to get food and again come back within the limited time.
 8. Student- teacher ratio is not appropriate: This point indicates lack of recruitment. This is also related with no placement. This weakness leads to increasing confusion among student due to lack of guidance from the professors, even due to heavy workload and pressure faculty members feel over burden of work and burnout.
 9. Partiality in class: Bureaucracy sometimes leads to false hierarchy that affects administrative work and flexibility in decision making of employees. Due to rigidity, students’ choice and initiatives are limited as well as lack of encouragement and support for independent research work and project and inclined towards some traditional concepts ignoring the scopes for new experimenting research work.
 10. Less practical implication related knowledge: Due to lack of workshop, lack of infrastructural facilities, students do not get practical implication-based knowledge.
- In Humanities, a smaller number of faculties, professional source, poor infrastructure, delayed administrative work, language barriers are some of the weaknesses those need to be taken under consideration.
1. Lack of professional source: Sometimes sources of getting information needs to be reviewed by the authority, especially in the library. World is evolving each and every single day and as well the scope of researches. After sometimes some researches become out dated and that’s needed to be reviewed and should follow the authentic and updated work.
 2. Lack of time gap between consecutive semesters: Students feel academic burden as they get less time to study and complete the syllabus as well as assignments within limited time. It also leads to rush in grading system that becomes also a burden for faculty members of university. It increases the workload of administrative staffs and as the result administrative work becomes delayed and leads to procrastination among students.
 3. Lack of proper infrastructure: Poor maintenance of old traditional building leads to greater risk and inadequate ventilation. Also, lack of technological facilities becomes the barrier for the student to outsource the required information when required.

4. Delayed administrative work: As it was mentioned earlier strong bureaucratic structure results in delayed administrative work.
5. Language barrier: Students come from different background and religion face language related issue and also for lack of fluency in one language and hardly understand what a teacher is teaching.
6. Demotivating grades: All points are much related. Like language barrier, vast syllabus in short time leads to demotivating grades and lower the self-esteem, confidence among students.
7. Lack of time management: Vast syllabus, bureaucratic tradition, rigidity falls impact on time management.
8. Syllabus related issues: As stream humanities follow the path of tradition, its syllabus becomes outdated and some of them no longer useful in real life and this weakness needs to be taken under consideration.
9. Lack of practical implication: No internship facilities as well as vast theoretical knowledge leads to lack of practical implication.
10. No lift usage for students: This point is related with infrastructural issue. For getting less amount of grant for each college, employees in administrative work do not get the scope for improvement and all the applications for it and getting grant process becomes very slow due its bureaucratic culture.

All the weaknesses are somehow related with each other. Some common themes of weakness reported by most of the students in stream humanities, those should be addressed by authority and make a balanced environment to help and reduce the stress among students.

Likewise, the aforesaid strengths and weaknesses of all streams the opportunities and threats are also clustered based on the 10 major points emphasized by students of each department. Below, the opportunities that are assessed by the students of pure science are mentioned:

1. Research opportunities: Through this SWOT analysis, it is known that in the department of pure science students are provided with more research opportunities. They are provided with the opportunities to unravel their research work and publish in academic field.
2. Job placements: Not only this the students of this department are provided with job placements. They can easily cater to their talents by applying in different job sectors. Many new opportunities of carrier parts are disclosed in front of the aspiring students.
3. Internships: They are not also deprived of the chance of getting into internship. So, this chance of being selected and work as an entrepreneur helps them to gather experience for their successful career.
4. Lab opportunities: Students are also given proper materials for the purpose of experiments. That not only enhances their motivation but also exacerbates the reliability of the experiments.
5. Project opportunities: Project opportunities and abundant study materials are provided to the students. So, they become aware of the detailed knowledge of any topic and the learning actually becomes completely proper.
6. Alumni connection: Association with the experienced individuals is necessary for the progression in future. Juniors are likely to get attached to the seniors. It helps them to cultivate their knowledge in various topics and to remain connected with the flow of conventional learning.
7. Material resources: Students claimed that they have been provided with proper materials that they find more informative and easily accessible.
8. Skill development: Weaknesses of certain areas are determined and accordingly skill development programmes are conducted to train them in different aspects, and to make them efficient in the academic field.
9. Higher studies: According to the students this department keeps the facility of higher studies means students get access to several materials for pursuing higher studies. All the facilities of higher studies are given to them.
10. Seminars and workshops: students are not only constraint by the conventional so-called course of pure science rather they are given opportunities to attend different workshops to enrich their knowledge.

Students of Social Sciences mentioned about their opportunities as stated below:

1. New project and placement opportunities: Students of social science highlighted the opportunities that have been given to them for seeking new projects opportunities.
2. Scope for job and placements: students of social science department highlighted that they are not only provided with materials but also they get access to different job opportunities and placement.
3. Skill development in different fields: Different skill development scheme is introduced along with the course of education. These programs uplift their potentialities to deal with more challenges in job sector or academic field.
4. Interaction and network building: Connection with other people often helps to resolve matter about which a student may not be able to bring a solution. Remaining connected to the seniors often helps to study plan fully, avoiding the problem of facing new materials or courses.
5. Interdisciplinary research: students have been provided with the opportunity to integrate knowledge of different fields while conducting research topics.
6. Personal growth and development: keen attention is paid to the overall growth of students .It includes whether students are progression, or they

are having any doubts, whether they require more developmental training etc.

7. International seminars and certificate: Students of this department are highly encouraged to participate in international seminars. These seminars develop all job opportunities and guide students in an appropriate way.
8. Reputed department: For the overall growth and more accessible materials, beneficial schemas, and student friendly environment make the department more reputed in comparison to others.
9. Quality value education and discipline: Thorough knowledge is provided as much as possible related to a certain topic. So, there remains no materials unlearned. An integrated pattern of education scheme is implemented in the social science department.
10. Influences of government policies and eco-friendly atmosphere: The backing, support and blessings of a higher authority in an educational institution is necessary. So, this department is largely influenced by the policies of government.

So here are the 10 opportunities emphasized by the students of social science department.

Similarly, the department of humanities, also mentioned about 10 major opportunities, they are often provided with-

1. Exposure to Seminars workshops : Student of this department are exposed to various seminars and workshops. that in turn help them to assemble more knowledge about certain topics and new scopes can be searched through.
2. Availability of training, internship :students of this department are provided with different internship offers where they can explore new information, upgrade their skill and secure appropriate jobs.
3. Available resource ,great guidance for research project : Students are helped to execute their research work also by the experts of relevant research topic.
4. Placement cell : Students have been trained to different fields ,accordingly they can be recruited in jobs after completing their education.
5. Exposure to new skill, knowledge ,opportunity: Students are often encouraged to think out of the box . This creative thinking strategy helps them to explore newer options to build up their career.
6. No discrimination: All the students are given same priority. No one is discriminated on the basis of caste creed and religion. Education is given properly irrespective of this certain criterion.
7. Guidance, availability of resources: Proper guidance about which path to be selected, and which need not to be ,these suggestions are given properly by the cooperative faculties.
8. Extra curricular : For reducing the monotony of students ,they are also motivated to participate in sports ,cultural programme . This help them to stay motivated and refreshed.

9. Various career option : Students are often provided with various career opportunities, so that they can choose their career as per their choice . In this department students are not restricted to remain in a conventional course rather they are allowed to choose subject as per their choice.

10. Renowned institution: For the overall positive approach of this department it has become a reputed company in comparison to others.

Other than this, the availability of resources helps students to gain a minute knowledge about each and every topic.

These are all the opportunities that are summed up by all the 3 departments respectively.

Despite of these opportunities there are also some threats that have been analyzed through SWOT analysis. As nothing is actually without any shortcomings these 3 departments Pure science, social science and humanities also mentioned about some threats that have been discussed below respectively.

1. Lack of department infrastructure and maintenance : Due to the improper atmosphere and lack of skill development programmed students are not able to tackle different problems in the time of giving interview or in the time of securing job opportunities. Improper infrastructure leads to unhygienic ambience which impacts the mental health of students negatively.
2. Attendance strictness: Faculties of this department do not consider the health issues or problems of students in case of attendance process as per the students. This brings difficult condition to the students.
3. Unfair evaluation :The judgement of the faculty sometimes involves biasness which hinders the appropriate evaluation of
4. Difficulty to comprehend :Due to the lack of guidance , students sometimes fail to comprehend information or any study materials given to them.
5. Expensive stream -The materials required for this subject are also so expensive that students coming from poor family cannot afford it.
6. Hectic schedule - Consecutive class routines bring excessive fatigue in the mental and physical health of students.
7. Tough competition -sometimes students are faced with tough competition because increased number of students.
8. Lack of skill development: Apart from providing with study courses , students require to increase their skills . Proper schemes must be implemented to develop their fluency in spoken English ,extracurricular activities and others which are required for placement opportunities.
9. Politics: Different inauguration of political parties interferes with the smooth flow of education. Students sometimes get diverted from their studies and tend to join the unions.
10. Lack of scholarship : It's vital to boost students' motivation to learning by providing them with

scholarships. This department also lacks this scheme.

Some threats of social science are also discussed below

1. High competition and lack of financial support: High competition among students tends to elicit, unhealthy competition, what is actually against the proper education system.
2. Lack of financial resources : Students of lower socio-economic status are deprived of the opportunities to use proper material resources.
3. Reluctance in providing help: Sometimes the alumni members do not keep association with the newcomers. As a result, students are deprived of the health which they require in their study.
4. Lack of training and practicing skill: Inadequate training programmed and exposure to guidance prevents the students to glide smoothly throughout the entire education system.
5. Long term procedures: For accurate completion of any work, it requires more time. This can slow down the entire provision.
6. Reducing student strength :Due to the unhealthy competition, the bond among students have been broken down. As a result, it hampers the cooperative education.
7. Time pressure: Punctuality is often a good virtue but when it exacerbates beyond the certain limit, students feel robust in every situation. So, the natural urge of executing work is suppressed down.
8. Problem of faculties: Decreased number of faculties, their incorrect evaluation techniques make the students fall in helpless situation.
9. Biasness discrimination : Students are sometimes discriminated against those who are comparatively better in academics . Only those are provided with better opportunities . This can hamper the level of motivation of those backward students.
10. Lack of details in work -For proper understanding and execution of a work , clarity and more detailed demonstration of the content are required. Somehow , this department lacks this feature also.

Last but not the least the threats encountered by the students of humanity departments are depicted below

1. No placements: Placements, research publication opportunities, friendly classes are not taken adequately. sometimes students feel less confident to appropriately deal with future problems in academics.
2. Lack of career opportunities: Students are often restricted to the conventional way to pursue education. They are deprived of various career opportunities. This in turn , reduces the rate of employment .
3. Lack of skill development: The authority of this department is not concerned about upgrading the skills necessary for students to secure placements.
4. Low confidence and compatibility: Somehow students lack their confidence skills , due to

difficult syllabus or other factors .Students do not also feel compatible with the teachers while communicating any doubts .

5. Language barrier: Sometimes the faculties do not feel comfortable enough to converse using different language in which the students are likely to communicate and the vice versa is also followed. This, becomes the major obstacle in the flow of education process.
6. No student friendly classes :Teachers only remain strict while taking classes . so, that students do not feel confident and sometimes feel nervous to communicate their doubts.
7. Stressful environment : Excessive pressure of study , consecutive classes make the environment stressful.
8. Slow administrative work: For getting oneself admitted in any task related to university is so much time consuming to the students.
9. No guidance for research : Proper guidance of implementing the research successfully, is not provided to the students .so, they feel upset and confused while choosing the topic of research work or other necessary things that they need to execute..
10. Lack of time management: Normal classes are not scheduled in proper time. Even if those are scheduled not taken properly at the perfect time.

Thus, with the SWOT analysis the opportunities and threats have been identified in 3 different departments respectively.

By giving supportive research evidence, it can be mentioned that EZEUDU et al. (2015) found in his research that boys have greater strength, weakness as well as opportunity and threat than girls in term of performance in chemistry. Helms. M and Nixon. J (2010) viewed that Personalization of strategies in organization helps the decision makers to improve and fill the gap internally as well as externally. Blery and Stefsiou (2008) studied the effect among people after the promotion of olive oil in Greek market using swot analysis. Another study conducted by Luu et al (2008) on construction industry, where he categorized 11 solutions about the organisation into four sections through the help of swot analysis. Example - management of equipment, cost equilibrium etc.

By pointing out some contrast studies, it can be mentioned that according to Helms. M and Nixon. J (2010) expertise, assertion, ideas of experts are the basis of SWOT analysis and SWOT analysis is based on formal theoretical views. In another study Morris (2015) agreed that it is much more difficult to classify threats. As threats can be reflected as opportunities to the organisation. But in case of severe catastrophe, it cannot be classified into opportunities. It comes under the section of real problem. Valentin (2001) realized that swot analysis consists of catchall questions that means it only confirms about some simple factual information that cannot be classified as strengths, weaknesses, opportunities and threats.

Conclusion

The present SWOT analysis has yielded significant insights regarding both internal and external elements that can influence the strategic planning and decision-making processes of institutions. It has rightfully worked as a strategic tool to assess the Strengths, Weaknesses, Opportunities, and Threats associated with post-graduate students in three fields: Pure Science, Social Science, and Humanities, and has explored variations that exist between them.

Thus, the application of SWOT analysis has served as a focal point for discussions on pertinent issues affecting institutional operations, ultimately facilitating the formulation of strategies and enhancing management and productivity.

Implications of the study

In educational institutions, it can be effectively employed to address barriers that hinder functionality and productivity, as well as to identify potential threats to the institution's integrity.

- **Interactional technique:** SWOT analysis is an interactional technique. It helps to detect problems which are inherent in the organization and to build solution according to it.
- **Dealing with threat:** By analyzing the strength and weaknesses, SWOT helps to deal with further threat in the near future of any organization
- **Versatility:** SWOT is not constraint about making strategic decision in a business organization, it can also be extended to the international, national and local areas too.
- **Solution focused:** SWOT mainly provides the opportunity for implementing solution of the problem in an institution and to deal with future decision-making process along with daily problems.
- **Flexible technique:** SWOT analysis is a flexible technique of gathering creative solutions through the process of brain storming, meetings etc.

This technique values the insights of each individual. Thus, it proves to be an advantageous approach to strategic planning and management, applicable in various situations that necessitate decision-making.

Limitations of SWOT analysis

Although SWOT analysis is considered a traditional method for identifying and evaluating strengths, weaknesses, opportunities, and threats, it remains valuable due to its simplicity, ease of administration, and time efficiency. However, it is crucial to acknowledge that while SWOT offers numerous advantages, it also has its limitations. Relying solely on SWOT for strategy development may lead to misleading interpretations; therefore, it should be utilized as a complementary tool alongside more precise and reliable methods. Some of the limitations of SWOT analysis are as follows:

1. **Static:** It is not suitable to dynamic environment. when it is evolved the environmental situation remains still.

2. **Biasness:** Jotting down all the strengths and weaknesses are bound to biasness. so assessment of the accurate strength or weakness is not possible.
3. **One-time moving shot:** It is a onetime moving shot, as it is concerned about the quality of product it currently generates. If the product leads to success it ignores all other necessary attributes of the product.
4. **Lack of training:** The systematic implementation and analysis are required while creating SWOT analysis. More training is required for accurately implementing it. (Mintzberg, 1990)
5. **Difficulty in categorization:** Categorization is difficult as it is 2*2 matrix, show different traits need to be divided into categories like strength, weaknesses, opportunities and threats. The situation which appears to be an opportunity later if not taken may be changed into threat.
6. **Lack of quantitative and comparisons:** It lacks a quantitative comparison with others. It does not help to reach the consensus regarding the power and appropriate comparisons with other organizations.

The findings from the current SWOT analysis have highlighted significant internal and external factors that can influence the strategic planning and decision-making processes within institutions. Utilizing a SWOT analysis has proven to be an effective educational tool, helping students identify the Strengths, Weaknesses, Opportunities, and Threats relevant to themselves and their institutions.

References

- Akhavan Kazemi, M. (2005). Higher education and stable political development. *Institute for Research and Planning in Higher Education*, 1, 13-32.
- Adenekan, Tobiloba. (2020). Transforming the Future of India's Education System: Innovations, Challenges, and Opportunities for a New Era.
- Barai, Bikash & Saha, Rajesh Kumar. (2020). SWOT Analysis and its Implication in Educational Institutions.
- Dyson, R. (2004). Strategic development and SWOT analysis at the University of Warwick, *European Journal of Operational Research*, 152(3), 631-640. doi : 10.1016/s0377-2217(03)00062-6).
- David, F. R. (2003). *Strategic Management-Concepts and Cases*, (9th Edition), USA: Pearson Education)
- (The Journal of International Social Research, Volume: 10 Issue: 51, Doi Number: <http://dx.doi.org/10.17719/jisr.2017.1832>)
- Ezeudu, F. et al (2015). A SWOT Analysis of Male and Female Students' Performance in Chemistry: A Comparative Study, *Journal of Education and Practice*, Vol.6, No.28.
- Grant, R.M. (1991). The resource-based theory of competitive advantage *California Management Review*, 33 (3), 114-13.
- Gurel, E. (2017). SWOT ANALYSIS: A THEORETICAL REVIEW. *Journal Of International*

- Social Research*, 10(51), 994-1006. Doi: 10.17719/jjsr.2017.1832.
- Helms, M and Nixon, J (2010). Exploring SWOT analysis where are we now? A review of academic research from the last decade. *Journal of Strategy and Management* Vol. 3 No. 3.
- Learned, E.P. Christensen, C.R. Andrews, K.E. & Guth, W.D. (1965). *Business Policy: Text and Cases*. Irwin, Homewood, IL.
- Pickton, D.W. & Wright, S. (1998). What SWOT in strategic analysis. *Strategic Change*, 7, 101-109.
- Sharifi, A. S. (2012). Islamic Azad University function analysis with using the SWOT model in order to provide strategic guidelines (Case study: Faculty of humanities). *Procedia-Social and Behavioral Sciences*, 58, 1535-1543
- Ulrich, D. & Lake, D. (1990). *Organizational Capability: Competing from the Inside Out*. Wiley, New York.
- Wenerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal* 5, 171-180.
- Živković, Ž., Nikolić, D., Djordjević, P., Mihajlović, I., & Savić, M. (2015). Analytical network process in the framework of SWOT analysis for strategic decision making (Case study: Technical faculty in Bor, University of Belgrade, Serbia). *Acta Polytechnica Hungarica*, 12(7), 199-216.
- Website:
https://www.researchgate.net/figure/Calculation-of-Garret-Score-and-Ranking_tbl4_344219420