SWOT Analysis of M. J. P. Rohilkhand University Bareilly : Implication of NEP 2020

[1]Dr. Amit Agarwal

Abstract

In India, in the year 2020, the new education policy came into force in the country. In Uttar Pradesh, the Higher Education Department has implemented a new curriculum by adopting the semester system at the graduation level from the session 2021-22. From the session 2022-23, a new syllabus has been implemented by adopting the semester system even at the postgraduate level. There are continuous changes in information and technology at the global level, which are also affecting the education sector. The National Digital University in India will start functioning in August 2023. After Corona-19, there have been revolutionary changes in the field of education. Along with the digital revolution, new areas of skill development have emerged. Along with traditional courses, the need for job-oriented innovative courses is being felt. M.J.P. Rohilkhand University, Bareilly strategies for change in higher education environment have been analysed through research paper. A thorough investigation of the prior literature was performed using sources extracted from various academic databases. The objective is to highlight the strengths, weaknesses, opportunities and threats of these instruments in the context of the M.J.P. Rohilkhand University, Bareilly. A SWOT analysis based on an integrated literature review methodology was conducted to synthesize various research contributions and analyse relevant information related to M.J.P. Rohilkhand University, Bareilly. The findings suggest that SWOT analysis is still important in M.J.P. Rohilkhand University, Bareilly of higher education. This study helps to increase the understanding of stakeholders in higher education about the importance of MJPRU in providing greater value to students.

[1] Assistant Professor, Faculty of Commerce, Government College, Raza Nagar, (Rampur) Email: dramitagrawalap@gmail.com

Introduction

M.J.P. Rohilkhand University is located in Bareilly on the Pilibhit road in the state of Uttar Pradesh, India. It is a university established by the state government of Uttar Pradesh. Rohilkhand University was established in Bareilly by bifurcating Agra University in the year 1975. Mahatma Jyotiba Phule was born on 11 April 1827 in Pune (Maharashtra). Jyotiba was married to Savitribai in 1840. He was a social worker, great Indian thinker, revolutionary, writer and philosopher. In Maharashtra, the religious reform movement was in full swing, in such a situation, Jyotiba Phule started a large-scale movement to free the society from the heinous practices. He opened India's first school for girls in Pune. This great social worker had established the Satyashodhak Samaj for the emancipation of untouchables. In 1888 he was given the title of 'Mahatma'. In recognition of his work in the field of education, an attempt was made to give him a new identity in North India through this university, although this university was established 85 years after his death. In August 1997, adding the name of Mahatma Jyotiba Phule to Rohilkhand University, its name was changed to M.J.P. Rohilkhand University. In this university, the Vice Chancellor is appointed by the Chancellor (Governor, Uttar Pradesh) for 3 years. Registrar, Controller of Examinations etc. are appointed by the Government of Uttar Pradesh and they are transferred from one university to another in the public interest. Recruitment of teachers and non-teaching staff is done at the university level. The university does not have any campus at any other place except Bareilly. From the session 2022-23, government colleges have been transferred by the government to start courses in 9 constituent colleges of the university. In constituent colleges, principals, teachers and non-teaching staff will be hired on a contract basis. Constituent colleges Hasanpur (Amroha), Bhadpura-Nawabganj (Bareilly), Richha-Baheri (Bareilly), Meerapur Bangar (Bijnor), Sahaswan (Budaun), Fatehullaganj-Thakurdwara (Moradabad), Puranpur (Pilibhit), Dhaka-Puvayan (Shanjahanpur), Navada Darobast-Katra (Shanjahanpur) courses are run under Self Finance Scheme. The curriculum has been started in the traditional and vocational forms at the graduate level. These Constituent colleges are established in remote rural areas. Their main objective is to provide quality education at remote places where there are no government institutions of higher education yet.

Relevance of the SWOT analysis of the Institution

SWOT analysis is a term coined by Albert Humphrey in the 1960s. Mainly SWOT analysis helps to make an organization or group effective. To stay in this changing era, wshould

keep doing SWOT analysis every 6-12 months. So that our business and startup keep moving forward. These four SWOT categories describe whether an aspect of the decision is negative or positive and whether it is external or internal to the organization. SWOT analysis is a strategy used to evaluate the strengths, weaknesses, opportunities, and threats involved in a project or business, or educational enterprise/institution. SWOT consists of specifying the goal of an enterprise/institution or project and the internal and external factors that will be needed to achieve that goal. This involves identifying those that are favourable and unfavourable for the individual. A thorough SWOT analysis can be the backbone of a sound strategic plan. SWOT plays an important role in concentrating towards the target.

Continuous evaluation is necessary for the proper development of any organization. In fact, evaluation is an integral part of the overall management or administration process. Proper, valid, and reliable evaluation is the strong foundation of any organization, on which future development of any organization depends. On the basis of this, the administrators can easily guess where there is a deficiency in the sub-systems of the system and how it can be removed. Analyses the institutional, political, economic, social and cultural influences exerted on the MJPRU. On the basis of this, problems can be identified and their solutions can be found, whether these problems are falling demand levels, technical or any other type. A department or administration or manager who looks at problems in the organization from a systems perspective can easily figure out problem-solving options. It is such a strategic framework for complex or wide organizations or departments on the basis of which the problems of digital curriculum, online admission and examination, student support system, vocational courses etc. can be controlled and decisions can be taken in the future. To be successful as a student, there should be a specific strategy. When making a strategic decision, there are many factors to consider. Hence, researcher has tried to identified these factors and discussed in following tables:

Table – 1. Analysis of Demographic Characteristics in the Working Area of the University

S. N.	District	Population 2011	Literacy 2011	Population 2023*	Area (Sq. Km.) 2011	Per Capita Net Income #	Density 2011
1.	Bareilly	4448359	58.49%	5471482	4120	50834	1080
2.	Bijnor	3682713	68.48%	4345601	4561	46563	807
3.	Badaun	3127621	51.29%	4418275	4234	32444	739
4.	Amroha	1840221	63.84%	2263472	2249	65312	818
5.	Moradabad	3126507	56.77%	3908134	2271	50299	1377
6.	Pilibhit	2031007	61.47%	2498139	3686	43599	551
7.	Rampur	2335819	53.34%	2826341	2367	48351	987
8.	Sambhal	2199774	55.12%	2741166	2453	35301	897
9.	Shahjahanpur	3006538	59.54%	3547715	4388	38571	685
	Total	25798559	58.81%	32020325	30329	45415	851

Sources: http://updes.up.nic.in, https://censusindia.gov.in

* Projected (Base on census growth rate) Literacy 2011 India 73.0 % U.P. 67.7 % # 2018-19

Per Capita Estimated Income (At Current Prices) 2019-20 Uttar Pradesh 65704 India 134226

Table – 2. Analysis of Demographic Characteristics in the Working Area of the University

S. N.	District	Tehsils (31.3. 20)	C.D. Blocks (31.3. 20)	Inhabited Villages 2011	Towns & U.A. 2011	Rural Population 2011	Urban Population 2011	Urban Population %
1	Bareilly	6	15	1855	31	2879950	1568409	35.26
2	Bijnor	5	11	2186	26	2757401	925312	25.13
3	Badaun	5	15	1476	20	2534367	593254	18.97
4	Amroha	4	6	959	9	1381508	458713	24.93
5	Moradabad	4	8	965	12	1969982	1156525	36.99
6	Pilibhit	5	7	1295	11	1679592	351415	17.30
7	Rampur	6	6	1108	10	1747172	588647	25.20
8	Sambhal	3	8	894	8	1731335	468439	21.29
9	Shahjahanpur	5	15	2088	11	2412446	594092	19.76
	Total	43	91	12826	138	19093753	6704806	25.99

Sources: http://updes.up.nic.in, https://censusindia.gov.in

Analysing Table 1 and 2, it is known that there are 9 districts in the working area of the University. Presently more than 3 crore population resides in 30329 square kilometres. Collective per capita income is ₹45415 which is 3 times less than that of India and more than ₹ 20000 less than that of Uttar Pradesh. The literacy rate is 58.81% which is about 15% lower than the literacy rate of India and 9% lower than Uttar Pradesh. 25.99% of the population lives in 138 urban areas in the working area of the university. 74.01% population lives in 12826 villages.

Table – 3. Recognised Educational Institutions in U. P.

Institutions	2011-12	2018-19	2019-20
Universities	30	45	45
Degree Colleges	3553	6681	7391
Higher Secondary Schools	19430	26434	27959

Sources: http://updes.up.nic.in

Analysing Table 3, it is known that there were 30 universities in Uttar Pradesh in the year 2011-12, which has increased to 45 in the year 2019-20, this increase is 50%, in the same period the number of colleges increased from 3553 to 7391, an increase of 108%. In the same period, the number of secondary schools increased from 19430 to 27959, a growth rate of 44%. This increase is increasing the gross enrolment rate of students in higher education. The following private universities are working in the working area of this university - IFTM University, Moradabad (2010), Invertis University, Bareilly (1998), Mohammad Ali Jauhar University, Rampur (2006), Tirthankar Mahaveer University, Moradabad (2008) and Sri Venkateswara University, Gajraula (2010). Four new universities are proposed to be established in the working area of this university, namely Radha Govind Vishwavidyalaya Chandausi, Sambhal, Future University Bareilly, Varun Arjun University Shahjahanpur and Ramamurti Smarak University Bareilly.

Table – 4 Students Enrolled during the Academic Session 2020-2021

Courses-Level	Campus-Departments	Colleges Affiliated	Total	%
Post-Graduate Courses	1,931	87,216	89,147	16.01
Under-Graduate courses	3,580	4,63,816	4,67,396	83.93
Diploma level courses	18	315	333	00.06
Total	5,529	5,51,347	5,56,876	100.00

Sources: https://mjpru.ac.in/overview.aspx

An analysis of Table - 4 reveals that MJPRU has enrolled 5,56,876 students and research scholars during the academic session 2020-21. The university's campus-departments hosted 5,529 enrolments (one percent of the total enrolled) under various subject streams in postgraduate (1,931 students), undergraduate (3,580 students), and diploma (18 students) level courses. While the colleges affiliated to the university have a total of 5,51,347 young minds (ninety nine percent of the total student enrolment). Post-graduate (87216 students), graduate (463816 students), and diploma (315 students) level courses taken admission in affiliated colleges under different subject streams.

Table – 5. Revenue Expenditure in Different types of Education in U.P

(Rs. Lakh)

Budget item	2018-19 Actual estimates	2020-21 Revised estimates	2019-20 Budget estimates
Higher Education	274601 (5.80)	250739 (4.59)	315407 (5.03)
Other (Including Technical Education, Educational Research Training)	54666 (1.15)	68148 (1.25)	77403 (1.24)

Sources: http://updes.up.nic.in

Analysing Table-5, it is known that about 5% funds are being given in the budget for the development of higher education by the Government of Uttar Pradesh while only 1% funds are being allocated for other research and training etc.

Table – 6. Under Graduate (U.G.) - Academic Session: 2022-23

S. N.	Course/Subject Name	Registered Student	Total Admission	Yield Ratio
1	B.A. (ARTS GROUP)	115420	98605	85.43
2	B.Sc. (Biology Group)	34076	28295	83.03
3	B.Sc. (Mathematics Group)	11486	9997	87.04
4	B.Com.(COMMERCE)	10868	9229	84.92
5	B.B.A. (Business Administration)	3870	2965	76.61
6	BSc. Ag. (Agriculture)	3627	2948	81.28
7	B.A L.L.B. Integrated (5 years) (Law)	2386	2089	87.55
8	B.Sc. (Home Science)	2191	1629	74.35
9	B.C.A. (Computer Application)	1987	1583	79.67
10	B.Com. (Hon.) (Commerce)	1613	1221	75.7
11	B. El. Ed.	1229	1188	96.66
12	B.Sc. (Computer Science)	608	526	86.51
13	B.Sc. (Biotechnology)	517	349	67.5
14	B.Sc. (Microbiology)	328	257	78.35
15	B.Com. (Computer)	209	176	84.21
16	B.Sc. (Hon.) (Zoology)	146	133	91.1
17	B.Com. (Finance)	115	87	75.65
18	B.Sc. (Hon.) (Botany)	68	56	82.35
19	B.Com. (FINANCIAL SERVICES)	86	44	51.16
20	B.Sc. (Hon.) (Mathematics)	50	23	46
21	B.Sc. (Hon.) (Chemistry)	32	19	59.38
22	B. Pharma. (Pharma)	305	NA	NA
23	Bachelor of Management Studies	182	NA	NA
24	B.Tech. (Computer Science & Information Tech.)	88	NA	NA
25	BHM & CT (Hotel Management & Catering Tech.)	42	NA	NA
26	B.Tech. (Electronics & Communication)	31	NA	NA
27	B.Tech. (Electrical Engineering)	21	NA	NA
28	B.Sc. (Hon.) (Physics)	16	NA	NA
29	B.Tech.(Chemical Engineering)	16	NA	NA
30	B.Tech.(Mechanical Engineering)	16	NA	NA
31	B.Tech. (Electronics & Instrumentation)	15	NA	NA
	Total	191644	161419	84.23

Source:https://admission.mjpruiums.in/(S(iepnhcxv2c5t2v3back45adn))/Online/PA_Registrat

ion_UG_Degree.aspx

Yield Ratio (%) * = Total Admission of students X 100/ Registered Student

Analysing Table-6, it is known that the maximum number of admissions in the university at the graduate level are in the BA course, which is 61.00 % of the total admitted students. After that the popular courses are B.Sc. Bio Group and B.Sc. Maths Group in which 23.52% students take admission. After that the popular course is B.Com. commerce in which 5.71% students take admission. B.A. and B.Sc. are the main sources of income for the university at the graduation level. This university offers courses in the following subjects at the under graduate level - Agriculture, Biotechnology, Botany, Business Administration, Chemistry, Commerce, Computer Science, Defence & Strategic Studies, Drawing & Painting, Economics, Education, English Language, English Literature, Environmental Science, Functional Hindi, Geography, Hindi Literature, Hindi Language, History, Home Science, Industrial Chemistry, Law, Mathematics, Microbiology, Music Instrumental Sitar, Music (Tabla), Music Vocal, Persian, Philosophy, Physical Education, Physics, Political Science, Psychology, Sanskrit, Sociology, Statistics, Tourism and Travel Management, Urdu, Zoology etc.

Table 7 U.G. Diploma - Academic Session: 2022-23

S. N.	Course/Subject Name	View Registered Student	Total Admission	Yield Ratio
1	Diploma in Fashion Design	41	22	53.66
2	Diploma in Interior Design	30	18	60.00
3	Diploma in Photography	33	16	48.48
4	Diploma in Design Commercial	13	13	100.00
5	Diploma in E-Commerce	6	1	16.67
6	Diploma in Comp. Application	3	NA	NA
7	Diploma in Environment Management	0	NA	NA
8	Diploma in Yoga	6	NA	NA
9	Diploma in Proficiency in French	16	NA	NA
10	Diploma in Proficiency in German	23	NA	NA
11	Diploma in Proficiency in Mandarin	2	NA	NA
12	Diploma in Translation English to Mandarin	4	NA	NA
	Total	177	70	39.55

Source:https://admission.mjpruiums.in/(S(iepnhcxv2c5t2v3back45adn))/Online/PA_Registration_UG_Degree.aspx

Table – 8. Post Graduate (P.G.) - Academic Session: 2022-23

S. N.	Course/Subject Name	Registered Student	Total Admission	Yield Ratio
1	B. P. Ed. (Bachelor of Physical Education)	157	154	98.09
2	B. Lib./B. L. I. Sc. (Library & Information Science)	118	104	88.14
3	L.L.B. (3 Years)	5914	NA	NA
4	M.A.(Sociology)	5437	4288	78.87
5	M.A. (English Literature)	4411	3768	85.42
6	M.A. (Home Science)	2916	2556	87.65
7	M.A. (Geography)	2736	2388	87.28
8	M.A. (Education)	2237	1942	86.81
9	M.A. (Political Science)	2202	1663	75.52
10	M.A. (Hindi Literature)	2205	1550	70.29
11	M.A. (History)	2088	1206	57.76
12	M.A. (Economics)	1078	895	83.02
13	M.A. (Urdu)	875	794	90.74
14	M.A. (Drawing & Painting)	519	471	90.75
15	M.A.(Sanskrit)	139	125	89.93
16	M.A. (Psychology)	108	99	91.67
17	M.A. (Defence Studies)	149	94	63.09
18	M.A. (Ancient History & Culture) (Campus)	79	44	55.70
19	M.A. (Economics) (Campus)	86	33	38.37
20	M.A. (Music (Vocal))	37	33	89.19
21	M.A. (English) (Campus)	62	30	48.39
22	M.A. (Fashion Design)	53	22	41.51
23	M.A. (Psychology) (Campus)	25	11	44.00
24	M.A. (Philosophy)	30	11	36.67
25	M.A. (Philosophy) (Campus)	32	10	31.25
26	M.A. (Music)	9	8	88.89

27	M.A. (Music) (Tabla))	5	5	100.00
28	M.A. (Persian)	2	2	100.00
29	M.A. (Mathematics)	24	1	4.17
30	M.A. (Music (Sitar))	2	1	50.00
31	M.A.(Statistics)	1	1	100.00
32	M.A. (Functional Hindi) (Campus)	18	NA	NA
33	M.A. (Pali Language and Buddhist Culture) (CAMPUS)	6	NA	NA
34	M.Com.(Commerce)	4016	2893	72.04
35	M.Sc. (Chemistry)	3402	2533	74.46
36	M.Sc. (Zoology)	2952	1920	65.04
37	M.Sc. (Mathematics)	1477	1182	80.03
38	M.Sc. (Physics)	1422	1014	71.31
39	M.Sc. (Botany)	1227	906	73.84
40	M.Sc. Home Science (Foods & Nutrition)	224	207	92.41
41	M.Sc. Home Science (General Home Science)	154	133	86.36
42	M.Sc. Home Science (Human Development)	81	76	93.83
43	M.Sc. (Industrial Chemistry)	104	63	60.58
44	M.Sc. (Mathematics) (Campus)	162	41	25.31
45	M.Sc. (Microbiology) (Campus)	101	37	36.63
46	M.Sc. (Biotechnology)	52	33	63.46
47	M.Sc. (Botany) (Plant Science	186	33	17.74
48	M.Sc. (Zoology - Animal Science) (Campus)	330	32	9.70
49	M. Sc. (Environmental Science)	154	32	20.78
50	M.Sc. (Chemistry) (Campus)	241	28	11.62
51	M.Sc. (Physics) (Campus)	171	22	12.87
52	M.Sc. (Defence Studies)	6	5	83.33
53	M.Sc. (Statistics)	4	3	75.00

54	M. Sc Home Science (Clothing & Textile)	2	0	0.00
55	M. Sc Home Science (Home Mgmt. & Textile)	0	0	0.00
56	L.L.M.	624	NA	NA
57	M.B.A Mktg. (Management)	40	NA	NA
58	M.B.A. Part Time (Management)	72	NA	NA
59	M.B.A. (Management)	147	NA	NA
60	M.C.A. (Computer Application)	92	NA	NA
61	M.Ed.	1402	NA	NA
62	M. Lib/M. L. I. Sc. (Library Science)	54	50	92.59
63	M. Pharma (Pharmaceutical Chemistry)	22	NA	NA
64	M. Pharma (Pharmaceutics)	51	NA	NA
65	M. Pharma (Pharmacology)	51	NA	NA
66	Master In Social Work (Social Work)	378	322	85.19
67	M. Tech + Ph.D. (Integrated Dual Degree) (Computer Science & Information Technology)	5	NA	NA
68	M. Tech + Ph.D. (Integrated Dual Degree) (Electronics And Communication)	9	NA	NA
69	M. Tech + Ph.D. (Integrated Dual Degree) (Electronics And Instrumentation)	6	NA	NA
70	M. Tech + Ph.D. (Integrated Dual Degree) (Industrial And Production Design)	0	NA	NA
71	M. Tech + Ph.D. (Integrated Dual Degree) (Thermal Engineering)	2	NA	NA
	Total	53183	33874	63.69

Source:

https://admission.mjpruiums.in/(S(iepnhcxv2c5t2v3back45adn))/Online/PA_Registration_UG_Degree.aspx

Yield Ratio (%) * = Total Admission of students X 100/ Registered Student

Analysing Table 8, it is known that the most popular courses in the university at the postgraduate level in the university are M.A. (Sociology), M.A. (English Literature), M.Com.), M.A. (Home Science) and M.Sc. (Chemistry) etc.

Table 9 Certification Courses - Academic Session: 2022-23

S. N.	Course/Subject Name	Registered Student	Total Admission	Yield Ratio
1	Certificate in Communication Skills (Communication skill)	8	0	0
2	Certificate in English for Business (English for business)	4	0	0
3	Certificate in Women Leadership & Empowerment	1	0	0
4	Certificate in Women Rights & Legal Awareness	0	0	0
	Total	13	0	0

Source:https://admission.mjpruiums.in/(S(iepnhcxv2c5t2v3back45adn))/Online/PA_Registration_UG_Degree.aspx

Yield Ratio (%) * = Total Admission of students X 100/ Registered Student

Table 10. Post Graduate (P.G.) Diploma - Academic Session: 2022-23

S. N.	Course/Subject Name	Registered Student	Total Admission	Yield Ratio
1	Post Graduate Diploma in Computer Application	153	104	67.97
2	Post Graduate Diploma in JOURNALISM & MASS COMMUNICATION	62	31	50.00
3	Post Graduate Diploma in BIO TECH	30	16	53.33
4	P.G. Diploma in Travel & Tourism Management (TTM)	19	15	78.95
5	Advance P.G.D.C.A. (Computer Application)	37	14	37.84
6	Post Graduate Diploma in MODERN ARABIC	20	11	55.00
7	Post Graduate Diploma in Yog Vigyaan	28	9	32.14
8	Post Graduate Diploma in Entrepreneurship	16	4	25.00
9	P.G. Diploma in Women Empowerment & Development	13	4	30.77
10	Post Graduate Diploma in Cyber Law and Cyber Forensics	62	NA	NA
11	Post Graduate Diploma in Human Rights & Duties	26	NA	NA
12	Post graduate diploma in Legal and Paralegal Advocacy	2	NA	NA
13	Post graduate diploma in Media Law	15	NA	NA
	Total	483	208	43.06

Source:https://admission.mjpruiums.in/(S(iepnhcxv2c5t2v3back45adn))/Online/PA_Registrat

ion_UG_Degree.aspx

Yield Ratio (%) * = Total Admission of students X 100/ Registered Student

Table 11 List of Vocational courses started at graduate level under New Education Policy -2020

Course/Subject Name	Course/Subject Name
Advertising	Office Automation Using MS-Office
Basics of Tally	Office Management & Computer Application
Computer Applicatione	Office Management & Secretarial Practice
Functional English	Research Survey
Laboratory Techniques in Physics	Systematic Chemistry Lab Techniques
Management of Capital Market Operations	Vyavharik Hindi
MS Office Application Syllabus	

Source: https://mjpru.ac.in/syllabus.aspx

Table 12. List of Co-Curricular/Compulsory Subject started at graduate level under New Education Policy-2020

Course/Subject Name	Course/Subject Name
Analytical Ability and Digital Awareness	Food, Nutrition and Hygiene
Communication Skills & Personality Development	Human Values and Environmental Studies
First Aid and Health	Physical education and Yoga

Source: https://mjpru.ac.in/syllabus.aspx

Research Objective

The organization uses various techniques of strategic analysis for the successful implementation of its strategies, out of which SWOT analysis is also an important technique of analysis. The purpose of this research paper is to do SWOT analysis of MJPRU Bareilly (Table –13) with special reference to developing country India. MJPRU has been analysed in this research paper through SWOT analysis. The purpose of SWOT analysis is the successful implementation of NEP-2020 in MJPRU. The concept of 'NEP-2020' is being implemented in true sense and students are taking advantage of higher education. In this, an attempt has been made to identify the strengths, which are currently being used in relation to the implementation of NEP-2020 in MJPRU. Within this objective some research questions came to mind such as Implementation of NEP-20 and Policy and others Opportunities for the MJPRU; Various factors have to be analysed to identify the Weaknesses and Threats during the implementation of NEP-2020 and others in MJPRU. From Table 1 to 12, the environment or background of the work area of the university has been analysed. With the help of this adjective, it will be easily known from which background students are studying in the university and which courses are popular among them.

Research Methodology for Research

Exploratory research gives valuable insights, generates ideas and valuable aspects in a more exploratory way. Primary data gives first-hand information for the specific purposes at hand, while secondary data contains important information to describe and uncover valuable insights in research. Secondary data has been obtained from published reports, internet, libraries, journals/magazines and reports from some government agencies. Data was collected by preparing schedules and questionnaires. 200 respondents are randomly selected and requested to be interviewed. After this the questions are asked in a pre-determined order. These data are analysed/sorted with the help of computer.

Table – 13. Swot Analysis of M.J.P. Rohilkhand University Bareilly

Strengths	Opportunities
∗ Established and budgeted by the Government of Uttar Pradesh.	∗ Growing population in the workplace / increasing student enrolment rates.
∗ Broad organisation/departmental structure.	∗ Development of Digital India.
∗ Online admission, examinations etc. through website.	∗ Modernization of internet facilities.
∗ Implementation of New Education Policy (NEP) – 2020.	∗ Preference by the employer to regular degree holders.
∗ Effective leadership and implementation system	∗ Development of new areas for Research and Development (R&D).
∗ Various faculties, wide and varied courses.	∗ Promotion of higher education.
∗ Academic calendar for control.	∗ New Education Policy (NEP) – Target to increase Gross Enrolment Rate in 2020 to 50% by 2030.
∗ Research and Promotion by the Directorate of Research.	∗ Providing scholarship and other incentives to the students by the central and state government.
∗ Promotion of international relations and others.	∗ High economic growth rate.
∗ Functioning of different types of cells and centers. Various facilities to the stakeholders.	∗ Grants from UGC and other institutions.
∗ Memorandum of Understanding (MOU) with external parties.	∗ Preference for traditional curriculum by low-income students.
∗ Formation of various types of educational and administrative councils and committees.	∗ New Vocational courses in NEP, implementation of ABC credit system and other reforms.
∗ College Management System (CMS), various publisher publications and other activities start.	∗ Change in NAAC evaluation system.
∗ ISO-9001:2005.	∗ Preference in employment to NCC/NSS Rovers-Rangers/Sports etc.
∗ Accredited by NAAC.	∗ Development of higher education sector through RUSA (Raashtreey Uchchatar Shiksha Abhiyaan) etc scheme.

Weaknesses	Threats
∗Faculty or department of all subjects not to be in the campus.	∗ Problem of obstruction and wastage in students.
∗Non-creation of posts in the university according to the increasing enrolment adverse teacher student ratio.	∗ Data hacking and the problem of maintaining confidentiality of test materials.
∗Time taken for declaration of university examination result.	∗ Lack of timely data processing and recruitment process.
∗Lack of modern coordination system in university administration and administration of affiliated colleges.	∗ Increasing size/privatization of private university in the field.
∗Longer exam schedule.	∗ Admission, study, examination / promotion and others in the era of Corona epidemic.
∗Lack of ultra-modern digital infrastructure.	
∗Lack of digital experts.	∗ Posts not created as per the syllabus of NEP.
∗Continuous / regular online meeting not being organized.	∗ Increasing availability of online/digital courses. Establishment of National Digital University.
∗Lack of model question paper for the students.	
∗Weakness of online student grievance redressal system.	∗ Absence of high technology service units/ industrial units in the working area of the university.
∗University portal and college portal not interlinked.	∗ Weak infrastructure in affiliated colleges.
∗Conventional system of distribution of examination material.	∗ Lack of qualified teachers and students to face international competition.
∗Lack of online examination system even for objective question paper.	∗ Availability of courses in distance and open university.
∗New structure of constituent colleges and self-financed courses were started in this.	∗ Course options available to the students.
	∗ Lack of inclusive access.
∗Lack of digital study material/Students Learning Material.	∗ Change in job-oriented courses.
	∗ Research infrastructure & software etc.

Sources: Self Survey & https://mjpru.ac.in

The factors were asked from the respondents regarding strength, weakness, opportunity and threat and Top 15 major reasons were listed.

The factors of SWOT have been analysed in Table - 13. The 15 factors listed are only indicative and provide a direction to the analysis. Apart from this, there may be other factors as well, which have not been included in the research due to research limitations. The university can move ahead by working on the grade index from now itself to get a good grade in NAAC as well as by removing the weaknesses and taking advantage of the opportunities in the environment.

Conclusion

It has been 45 years since MJP Rohilkhand University was established, after its establishment tireless efforts have been made to make higher education inclusive in these 9 districts. Controversial factors are not included in the weaknesses and threats of the university so that no controversy arises. The SWOT analysis provides a direction as to how MJPRU can be taken down to the bottom-line students. It is a means but not an end. MJPRU can further the trend of NEP-20 if it can overcome its weaknesses and identify threats in this context and prepare NEP-20 to face those threats. Proper use of the strengths and opportunities of MJPRU can encourage its use at a rapid pace throughout the working area. Administration and management can implement this NEP-20 and university vision successfully by making effective strategies keeping this in mind. The various components of a NEP-20 should be comprehensively studied in relation to global best practices in order to come up with a list of indicators that are universally accepted and relevant in the present times. A good SWOT analysis can help you reach your education goals or kick your research start-up into high gear. Along with its strengths and opportunities, there's a lot more scope for betterment, weaknesses can be strengthened, and threats can be nullified. There is a very high competition where higher education plays a vital role in leveraging technology not only in this education and research sector with every other university focusing on vision/goals to outdo each other university. Based on the SWOT analysis, a list of other factors can be prepared for guidance.

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