GOVERNMENT GRADUATE COLLEGE, ASGHAR MALL, RAWALPINDI

QUALITY ENHANCEMENT CELL

SWOT Analysis

The BS Programme

An evidence-based reading of the Spring 2026 quality cycle

Companion to the QEC Self-Assessment Report · June 2026

1. Purpose and evidence base

This SWOT analysis reads the BS programme at Government Graduate College, Asghar Mall, Rawalpindi through the evidence gathered in the Spring 2026 quality cycle. It is deliberately evidence-led: every point below is anchored in a figure or a recurring theme from the data, not in impression. The underlying base is substantial — 3,833 responses and records across six HEC-aligned instruments (student course and teacher evaluations, the Fall 2025 course review, the graduating-student survey, the faculty survey and faculty CV profiles), all cleaned and consolidated before analysis. Scores are on a five-point scale, and “positive” denotes ratings of 4 or 5.

The strengths and weaknesses are internal to the College and well documented; the opportunities and threats look outward and forward, and are written so that the College can act on them. Section 6 draws the four quadrants together into strategic implications.

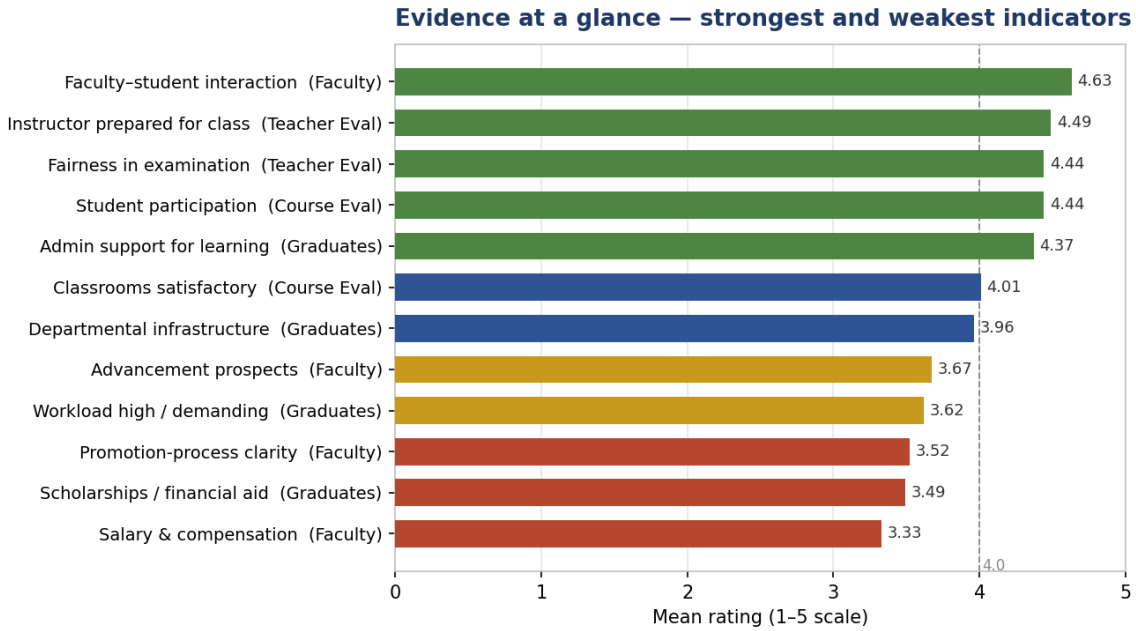

Figure 1. The strongest and weakest measured indicators across the six instruments, on the 1–5 scale.

2. SWOT at a glance

The matrix below summarises the analysis. The detailed evidence for each quadrant follows in Sections 3 to 5, and the strategic response in Section 6.

Strengths

- Teaching quality rated 4.38/5, 93.9% positive (n=1,551)
- Faculty–student interaction 4.63 — the highest indicator anywhere
- 96.5% pass rate (Fall 2025); strong analytical & thinking outcomes
- Consistent quality across all 16 departments (4.14–4.72)
- A functioning quality culture — 3,833 responses analysed

Weaknesses

- Classrooms (4.01) and library (4.08) the lowest course items
- Applied / practical learning the weakest teaching dimension
- Faculty salary 3.33, promotion 3.52, security 3.62, advancement 3.67
- Student scholarships & financial aid lowest of all (3.49)
- Thin research output; incomplete master data & forms

Opportunities

- Embed applied learning, case studies and software/data skills
- Upgrade laboratories, computing and classroom multimedia
- Faculty IT/AI training and a research & higher-study pathway
- Expand internships and industry linkages
- Use the clean data pipeline for SAR-based accreditation

Threats

- Faculty attrition / morale risk from pay and career concerns
- Succession risk as a large senior cohort approaches retirement
- Rigidity of the University-prescribed curriculum
- Public-sector funding constraints
- Technology and employability lag versus peer institutions

3. Strengths

The programme's strengths cluster around the thing that matters most in a teaching college — the quality of the teaching itself — and they are unusually consistent.

- **Teaching quality is the defining strength.** Students rate their instructors at 4.38 out of 5, with 93.9% of all ratings positive (Teacher Evaluation, n=1,551). The highest-scoring behaviours are the foundations of professionalism: preparation for class (4.49), subject knowledge (4.44), punctuality (4.44) and fairness in examinations (4.44).
- **The classroom relationship is exceptional.** Faculty satisfaction with their interaction with students, at 4.63, is the single highest-rated indicator across all six instruments — a strong signal of engagement on both sides of the lecture room.
- **Students experience their courses positively.** The course evaluation averages 4.31 (91.5% positive, n=1,886), strongest on active participation (4.44) and the relevance of learning materials (4.40).
- **Academic outcomes are strong.** In the Fall 2025 course review, the pass rate across course results was 96.5% (passes among course completions), and graduates credit the programme with building independent thinking (4.32) and analytical and written-communication skills.
- **Quality is system-wide, not concentrated.** Departmental teaching means fall in a narrow band from 4.14 to 4.72, so the positive experience holds across all sixteen departments rather than resting on a few strong units.
- **Administrative support for learning is recognised.** Graduating students rate it the highest aspect of their survey (4.37).
- **An experienced, committed faculty.** Of 120 faculty respondents, 45 report more than twenty years of service; 60 documented CV profiles are on file; and faculty express genuine satisfaction with the academic core of their work and with collegial cooperation (4.24).
- **A working quality culture.** The cycle gathered and consolidated 3,833 responses across six HEC-aligned instruments — evidence in itself that the QEC can run a credible, institution-wide quality process.

4. Weaknesses

The weaknesses are concentrated and, encouragingly, the same few themes surface from students, graduates and faculty alike — which makes them trustworthy and actionable.

- **Physical and IT infrastructure.** "Classrooms were satisfactory" is the lowest course-evaluation item (4.01, 81.4% positive) and library resources follow (4.08); graduates rate departmental infrastructure at 3.96. This is the clearest internal weakness.
- **Applied, practical learning lags the rest of teaching.** The three lowest teacher-evaluation items all concern application: relating content to the Pakistani context (4.29), providing material beyond the textbook (4.30) and integrating theory with real-world practice (4.31). "More practical work" is the most common single request in the open comments.
- **Curriculum load and pacing.** Graduates rate workload "high and demanding" at 3.62 and students rate manageability at 4.19; comments repeatedly describe prescribed syllabi as long for the semester.
- **Faculty welfare and career structure.** Salary is the lowest faculty item (3.33, 55.8% positive), with promotion-process clarity (3.52), job security (3.62) and advancement prospects (3.67) close behind.
- **Student financial support.** Scholarships and financial aid are the lowest-rated aspect of the entire graduate survey — 3.49, with only 52.6% positive.
- **Limited research and development activity.** Of 60 faculty profiles, 31 list publications, 9 list research grants and only 4 list professional presentations; faculty themselves ask for refresher training in IT, machine learning and modern pedagogy.
- **Assessment feedback and marking consistency.** Timeliness of feedback sits among the lower delivery items, and some graduates question the objectivity of marking.
- **Information systems need tightening.** 72 of 137 course-review rows could not be matched to the course-code registry, and a first-run form produced enrolment-reporting errors — signs of gaps in master data and form design.

5. Opportunities and Threats

5.1 Opportunities

Most opportunities are the mirror image of the weaknesses: acting on them would lift precisely the indicators that score lowest today.

- **Embed applied and experiential learning.** Case studies, projects, field work and practical software/data skills answer the strongest stakeholder demand directly and would raise the weakest teaching dimensions.
- **Invest in laboratories, computing and classroom multimedia.** The most consistent faculty request and a recurring student and graduate theme — a visible, high-return improvement.
- **Build a faculty-development and research pathway.** Refresher training in IT and AI, research grants, and support for M.Phil. or post-doctoral study would strengthen the thin research profile and faculty morale together.
- **Deepen internships and industry linkages.** Graduates already value internships; strengthening them — with explicit attention to professional ethics, the weakest internship dimension at 3.85 — improves employability.
- **Strengthen and publicise student financial aid.** Acting on the lowest graduate indicator could improve access, retention and the College's standing.
- **Leverage the clean data pipeline.** Standardised forms, complete master registries and a closed feedback loop turn surveying into measurable term-on-term improvement and position the programme for formal, SAR-based accreditation and ranking.
- **Convert teaching strength into reputation.** Demonstrated, consistent quality and respected faculty can anchor student recruitment, structured peer mentoring and external partnerships.

5.2 Threats

The principal threats are structural and external, and they bear on the College's ability to protect its strengths.

- **Faculty morale and attrition.** Sustained dissatisfaction with pay, promotion and security could erode the teaching quality that is the programme's core asset, particularly among early-career Lecturers.

- **Succession and knowledge loss.** With a large share of senior faculty past twenty years of service, retirements without a documented mentoring and research pipeline risk losing institutional expertise.
- **Curriculum rigidity.** The lengthy, University-prescribed syllabi limit the College's freedom to act on the applied-learning and pacing demands — a constraint imposed from outside.
- **Funding constraints.** Public-sector budget limits for infrastructure, laboratories, scholarships and salaries threaten several of the improvement priorities at once.
- **Employability and competitiveness.** If applied skills, technology exposure and industry links lag, graduates risk being less competitive and the programme's market position may weaken.
- **Technology lag.** Without updated computing facilities and faculty IT/AI training, the programme risks falling behind peer institutions.
- **Loss of data continuity.** If form standardisation and master registries are not institutionalised, future cycles lose comparability and the quality process loses traction.

6. Strategic implications

A SWOT is only as useful as the action it prompts. Pairing the quadrants — a TOWS reading — turns the analysis into four lines of strategy.

Use strengths to seize opportunities (S–O)

- Let the strong, consistent teaching and the maturing quality culture lead the move to applied learning, and use them as the backbone of a SAR-based bid for programme accreditation and ranking.
- Deploy respected, experienced faculty as mentors and as the face of industry and academic partnerships.

Overcome weaknesses by pursuing opportunities (W–O)

- Aim facility investment and faculty IT/AI development squarely at the items scoring lowest today — infrastructure, computing and applied learning — rather than spreading effort thinly.
- Use the clean data pipeline to target these fixes and to measure whether they move the scores in the next cycle.

Use strengths to counter threats (S–T)

- Make the documented teaching quality and quality-process maturity the evidence base for funding requests and faculty-retention support.
- Convert the experienced cohort into a documented mentoring and research pipeline now, before retirements erode institutional knowledge.

Minimise weaknesses and threats together (W–T)

- Institutionalise form standardisation and complete master registries to protect data continuity and comparability.
- Phase realistic, lower-cost improvements where budgets are tight, and — within the limits of the prescribed curriculum — use pacing and supplementary practical resources to ease the workload concern.

7. Conclusion

The BS programme rests on a genuinely strong teaching foundation that students and faculty value alike, and it is delivered consistently across every department. Its weaknesses are concentrated, well evidenced and, for the most part, addressable — physical and IT infrastructure, applied and practical learning, and the financial and developmental support of both students and staff. The more serious threats are structural: public-sector funding, a University-prescribed curriculum, and a senior faculty cohort approaching retirement. The strategic answer is to convert the programme's evident strengths into investment, retention and succession action, while using the College's newly reliable data to target improvement where the evidence points and to track it over time. On the strength of this evidence, the College is well placed to act with confidence.

This analysis draws on the QEC Self-Assessment Report and its companion data-validation workbook, where the full figures, item tables and methodology are documented.